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ABSTRACT

Defining "guided design" as a method of teaching students how to use problem solving techniques to analyze and solve issues related to the course material, this paper examines the use of the technique in communication speech course. The paper provides information on the development and application of the principles of guided design to various academic disciplines, particularly speech communication. Special emphasis is placed on the first unit of a guided design course, which introduces the 11 steps in decision making that can be applied, with some modification, to any academic or work situation. A guided design unit on communication apprehension is appended to illustrate how the method increases the learning of the principles of communication theory. (RL)

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ALTERNATIVE STRATEGIES FOR TEACHING COMMUNICATION: GUIDED DESIGN

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ALTERNATIVE STRATEGIES FOR TEACHING COMMUNICATION: GUIDED DESIGN

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Each year included in the syllabi for my courses is a statement of my philosophy of education. The statement consists of quotations chosen from a variety of sources. A quotation from Alan Jensen's introductory textbook to Sociology(1971) reminds the student that no one single science or course of study can tell it all. "No book or its author can educate. He and it can only point out a direction for the self-education of the inquiring mind" (p. 220). A quotation from THE ADVENTURE OF LEARNING by William Pearson Tolley reminds the student that "learning is something we do for ourselves... Education is a solo flight." A longer passage from Robert G. Kraft's article, "Bike Riding and the Art of Learning," speaks of the various levels of student needs and the instructor's response to them.

> Schools, especially colleges, deal mostly in self-actualization. But we know hungry children will not learn to read or write. And the unloved and self-hating cannot lose themselves in literature. A college professor brings his subject matter to students who are at different stages of need. Younger students are feverishly interested in jobs and sex, love and self-esteem. Adults often make better students because they've had more time to satisfy first needs. A teacher can't find jobs or lovers for his students. But he can support their job hunting and treat them lovingly. He can respect them. He can treat his subject and arrange his class activity so that many needs are occasionally filled. He can boost self-esteem by starting his students on activities they can perform and then pointing to their successes. He can encourage them to experiment without threat. He can encourage cooperation, which earns them the respect and friendship of peers.... (pp. 41 - 42)

This quotation, as well as the others I use, are used to give the students some idea of what will be done in the classroom. Two poems are included which reflect upon grading and the art of teaching. Two quotations from John Gardner's book, SELF RENEWAL, discuss education in the modern world. The second quotation will be used as the framework for this paper. Gardner writes:

> We are beginning to understand how to educate for renewal but we must deepen that understanding. If we indoctrinate the young person in an elaborate set of fixed beliefs, we are ensuring his early obsolescence. The alternative is to develop skills, habits of mind and the kinds of knowledge and understanding that will be the instruments of continuous change on the part of the young person. Then we will have fashioned a system that provides for its own continuous renewal. This suggests a standard in terms of which we may judge the effectiveness of all education—and so judged, much education today is monumentally ineffective. All too often we are giving our young people cut flowers when we should be teaching them to grow their own plants. We are stuffing their heads with the products of earlier innovation rather than teaching them to be innovative. We think of the mind as a storehouse to be filled when we should be thinking of it as an instrument to be used...Change is so swift that the 'latest thing' today may be old-fashioned by the time the young people enter adulthood. So they must be taught in such a way that they can learn for themselves the new things of tomorrow. And that leads us back to fundamentals.
>
> We are moving away from teaching things that readily become outmoded, and towards things that will have the greatest long-term effect on the person's capacity to understand and perform. Increasing emphasis is being given to instruction in methods of analysis and modes of attack on problems. In many subjects this means more attention to basic principles, less to applications of immediate practical use. In all subjects it means teaching habits of mind that will be useful in new situations—curiosity, open-mindedness, objectivity, respect for evidence and the capacity to think critically(pp. 21-23).

Gardner highlights the failure of modern education as well as indicating how it can be improved. Too often we, as university instructors, have been giving our students prepackaged ideas without allowing them to develop and package their own ideas. We have been teaching them content without teaching them how to think, analyze, or be critical of the wisdom which has been presented to them. We have been ensuring the early obsolescence of the people we have been teaching. In this age following the second industrial revolution with its accompanying knowledge explosion (Berlo, 1975), disciplines change so rapidly (Tate, 1981) that even instructors soon find themselves obsolete unless drastic measures are taken to keep abreast of the change.

When I began teaching twelve years ago I had two objectives in mind. The first was to apply in my classroom the principles of communication theory. I wanted the classroom activities to reflect the reality of the theory and research being discussed in that classroom. As indicated in a previous paper (Tate, 1972)this meant involving students in setting their objectives for the course. It also meant applying to the course the concept of process which modifies the linear communication structure of the traditional classroom.

The second objective was to prepare students who are capable of using communication theory to analyze life around them. This objective necessitates utilizing classroom activites which allow students to develop methods for attacking problems, analyzing the situation from the perspective of communication theory, and making decisions based upon these insights. To facilitate this various types of classroom activites have been utilized and one section of the final examination contains analysis questions. In other words, the student is given a description of an incident and asked to analyze it from the perspective of communication theory.

This second objective was met fairly well by students during the early seventies. However within the past three years I have found that students are having more problems using the principles of communication theory analytically. One of the reasons for this undoubtedly lies in the different type of student(Levine, 1981). These students who are optimistic about their own futures while pessimistic about the future of the country and world, are not oriented towards being analytical. As Levine points out "today's students like school the way it is. They are more traditional than their predecessors of a decade ago"(p. 18). They want to be told what to do and what to believe. They do not seek relevance as did students in the early seventies. Levine's prescription, like Gardner's in SELF RENEWAL, is that attention be given in the curriculum to problem solving skills.

In the rest of this paper the various alternative teaching strategies will be examined on the ability of each to give student's problem solving and decision making skills as well as course content. The choice of an instructional strategy depends solely upon the objectives which one wishes to accomplish in the course. Strategies should not be chosen because they are different from the ordinary. The instructional objectives held by the teacher determine which teaching strategies are to be utilized in the classroom.

Lectures

The majority of instruction in university classrooms is done through lectures. Davis (1967, p. 57) describes the typical approach to lectures in these words: "For most college teachers, lecturing is like throwing the shot: they spend all their time getting together a very heavy message and then just fling it."

Lectures are appropriate in the university classroom when:

1) the basic purpose of the instruction is to disseminate information,
2) the material is not available elsewhere,
3) material must be organized and presented in a particular way for a specific group,
4) it is necessary to arouse interest in a subject,
5) the material need be remembered only for a short time,
6) it is necessary to provide an introduction to an area or give instructions to students who will be instructed by other teaching methods. (Brock, 1977; Gage and Berliner, 1975)

Lecturing is inappropriate when the objective is "achieving higher-level cognitive objectives like analysis, synthesis, and evaluation"(Brock, 1977; Bligh, 1972). Lectures are also inappropriate "when students are below average in academic preparation or intelligence"(Brock, 1977; Bligh, 1972; McKeachie, 1969).

There are, of course, methods which an instructor can use to improve lectures. Brock (1977) discusses four areas of improvement which lecturers can undertake to ensure that this strategy will be more effective. These include varying the stimuli during the lecture by avoiding stereotypical behavior, using a variety of media, group techniques, questions, and humor. He quotes the British philosopher R. S. Peters on the benefits of spontaneous humor in the lecture.

> The great teachers are those who can conduct a shared exploration in accordance with canons, and convey at the same time, the contagion of a shared experience in which all are united by a common zeal. That's why humor is such a valuable aid to teachers: For if people can laugh together, they step out of the shadows of self-reference cast by age, sex, and position. This creation of a shared experience can act as a catalyst which releases the class to act in a common enterprise(Peters, 1965).

Brock also discusses how to underscore a point during a lecture, manage the lecture content, and motivate listeners. He discusses the use of lecture committees consisting of students who gather questions and information from class members and discuss it with the instructor. These strategies can be used to improve lectures in the communication classroom. They help to ensure that the communication process within the classroom is allowed to develop and seek to break the linearity of the traditional classroom.

It is apparent, however, that lectures by themselves will not fulfill the basic objective of helping students to develop analytic and evaluative skills. Lectures can be used in conjunction with other instructional strategies to help students with these skills. It can also be used if the objective of the instructor is to transmit a large body of information which students do not need to remember for a long period of time.

Structured Experiences: Communication Games, Role Play and Simulations

Communication games, role plays, and simulations are an important instructional strategy for the communication instructor. Shirts (1975) has distinguished

three different types of activities: simulations, games, and contests. Simulations are defined as noncontest, nongame activities which model reality. Shirts includes in this category all types of simulations including those which utilize mathematical formulas, social system models, and role playing.

It is possible however to distinguish between simulations and role plays. In a simulation the scoring system provides rewards which depend upon the decisions made by the players. These punishments and rewards are modeled as closely as possible to the real situation. In a role play, however, players are simply instructed to act as they think a person in the role would act. Rules in role plays are often used to forbid players from doing things people in real life seldom or never do in that situation. In a simulation these same behaviors are discouraged only by the rewards and the penalties of the scoring system. In a simulation the rule would forbid only those actions that would be impossible in the real world. Other actions which are unwise or unrealistic are discouraged only by their consequences for the player or team in the role play.

A role play is easier to design because one only need to identify the important processes, the groups, relationships between the groups and possible outcomes. A simulation is developed by programming into the game the consequences of each possible combination of player decisions. Similarly a simulation must realistically represent the resources each person has available in the real situation and the value to each person of each possible outcome. If the objective is to provide insight into behaviors or behaviors of others then a role play exercise is appropriate. If, however, the instructor wants the students to gain some insight into cause and effect relationships that operate in an actual social system, the simulation is appropriate.

Games, according to Shirts, are structured activities in which participants are governed by a set of rules or conditions which create the desired effect. Games do not necessarily entail competition. They can be used for creativity or laughter.

Contests involve competition but do not possess rules which produce inefficiency or give advantage to one group of players. Shirts gives as examples of nonsimulation, nongame contests, a political campaign or business competition.

Each of these types can be combined—contest games, simulation games, simulation contents, etc. STAR POWER, which is used with first year Sociology students at STM, is a good example of a simulation game. While the simulation is designed to examine the use of power in society the rules guarantee that there will be an inequitable distribution of resources and power. In a pure simulation, like BaFa BaFa or Hypothetica, rules are minimal, no behavior is forbidden and improper behavior is punished within the reward system. The dynamics of the simulation are allowed to work themselves out given the manner in which the participants choose to play the roles. It is this aspect of simulations which I find most interesting—one is never able to quite predict how they will develop. Each group creates a slightly different learning experience. Yet as Brent Rubin and Richard Budd indicate this may also be a trap for the unsuspecting instructor.

> As the instructor, employing the experienced-based activity, watches over whatever it is he has put into motion, it is quite easy to become seduced by the impression that what he intended or expected or only hoped would happen, seems not to be happening. He may feel the participants have organized themselves in a most inefficient manner, or that they are not attending to (perhaps not even identifying) problems that he sees cropping up here and there, or that the whole thing has simply collapsed into a confused and irretrievable debacle. In any case, the temptation to bring corrective measures to bear so that the students cannot help but notice or name or deal with the problems with which the instructor is concerned can become great indeed. And while the recommended remedy for such conditions in a demonstration type exercise is to correct such error through the

> imposition of additional parameters, the same sort of intervention might well deal a crippling blow to a more open-ended exercise.
>
> Error, diversity, ambiguity and even chaos are the lifeblood of an experienced-based environment. They provide the raw data out of which each participant, through his own methods, in his own way, and in his time, must construct for himself patterns and theories and behaviors that permit him to successfully cope with an environment around him on the one hand, and move towards goals he has defined for himself on the other. For the educator to intervene and attempt to control the directions of that struggle, even if he believes it is destined for disastrous failure, is to deny the student the opportunity to deal with the consequences of his behavior. No amount of telling the student about "correct" or "inappropriate" behaviors will help him better understand his own or the behaviors of others. To understand better how he behaves, he must behave(p. 5).

Simulations involve the student in the process of communication in order to expand the student's awareness of the process. Instead of having everything told to them, students must analyze the event for themselves. Papers may be assigned in which the student undertakes an in-depth analysis. Questions may be added to the final examination which ask the student for synthesis as well as analysis of the experience. Periodically I teach a Sociology of the Family course in which I use a term long simulation in that students are placed into a family in which they interact for the term. This has proven to be a very useful learning experience for the students since they have a chance to explore family relationships quite different from those they have in real life. A question of the final examination asks for a systematic analysis of the role family using several sociological theories(see Galvin, 1979 for a complete description of the simulation).

There are many differences between simulations and lecture oriented classrooms. In the conventional classroom there is an equality and sameness of opportunity for every student since each student does the same assignment at the same time. In a simulation each student is free to do as much or as little as he or she desires. The initiative is left to the student. Similarly motivation in a traditional classroom is to pass the examination. In simulations students must provide their own motivation and this may in part be reinforced by the reward structure of the simulation. Participation in the

traditional classroom is discrete with definite limits while in a simulation participation is contributory to the process. In a simulation sender-receiver distinctions become blurred as students are involved in a dynamic, on-going, ever-changing, and continuous event. In the traditional classroom "bad" communication is discouraged even though the situation may provide a setting which rewards such communication. Thus in the traditional classroom the student is controlled, told what to do, how to do it, and is measured for performance. Simulations allow for all types of communication—effective and ineffective, good or bad—so that the student may learn from his or her own mistakes. Students are allowed to experiment with alternatives. Effective communication is not the sole criteria for one learns from observing dysfunctional communication. Students have a chance to learn and practice skills in the simulation. Emphasis is upon teaching the student to ask the right questions rather than to learn information. They are encouraged to try to predict the effects of change in the social system and test predictions by making changes in the game.

Finally a simulation offers the student the chance to make mistakes without suffering lifelong consequences for his or her behavior. In other words, the simulation represents real life and allows for all types of behavior. Consequences for that behavior are experienced within the limits of the simulation. When the simulation is over the consequences end with the simulation. They do not follow the individual through life which occurs often when a student makes a mistake in a traditional classroom or on the job.

Among the simulations which I use every year are BaFa, BaFa, the cross cultural communication simulation, the Oil Company, a role play simulation I wrote based on the actual move by Shell Oil from New York City to Houston.

This simulation is an organizational communication exercise in which students role play the public relations department at Shell which prepared all information on the move and decided how to communicate it to the employees. It allows students to not only examine their beliefs about organizational management but assess the effects of communication within the organization while checking their decisions with those of Shell Oil. INTERACTION SYNECOLOGY CANADA (Tate, 1974) is also used to focus upon public opinion and social change in a small Northern community. INTERMEDIA (Ruben, et. al., 1970) was used for two years. This major simulation of the media social system runs at least two months. It is more appropriate for a journalism class than one in mass communication. I also use numerous communication games, role plays, and exercises so that students may experience phenomena under discussion. As communication instructors we have available a number of excellent books describing games and simulations of all types and for all purposes(Horn, 1977; Horn and Cleaves, 1980; Covert and Thomas, 1978; Pfeiffer and Jones, 1969, etc.; Ruben and Budd, 1975; Ruben, 1978).

Personalized Instruction and Contract Teaching

The communication instructor has other instructional strategies such as contract teaching, personalized instruction, and Guided Design. Each of these strategies help students to investigate course content in conjunction with lectures.

Contract teaching clearly sets forth the instructor's objectives for the course and the method which the student can use to meet each objective. It allows the student to determine how much effort will be given to the course and what grade will be received. It can also allow for objectives to be set in consultation between instructor and student. These can be revised if the student has unforseen difficulties during the term. This teaching strategy requires that a course be divided into modular units and behavioral objectives set for each module.

Personalized instruction allows each student to proceed through a course at his or her own rate. It requires that course materials be modularized so that students can complete one module at a time. Audio visual materials, readings, taped lectures, etc. must be prepared so that each student can use them when required. Personalized instruction requires "unit perfection" by each student. A student may advance to a new unit only after demonstrating mastery of the previous material (mastery is often defined as a score of 90% or better on a brief examination or quiz over the material). These tests also allow the student to assess weaknesses in precise areas and remedy them. Students are allowed to work at their own pace. In order to do this lecture materials are followed by written materials.

There is a place for lectures in personalized instruction. They serve a different purpose than in the traditional classroom. The instructor is free to lecture on topics of interest to the students. Student proctors can also be used to tutor students and help in the evaluation of them. This allows the learner to receive feedback on the adequacy of his or her work in close proximity to the work. The peer proctor is not the one who disseminates information. The study guides prepared for the course and the course material disseminates all information necessary for the course. The proctor is able to free the teacher from dealing with redundant questions and errors. Proctors also learn from their participation in personalized instructiorn. Since mastery of the material is the goal, teachers and proctors deal with students as individuals and not as a group(see Keller and Sherman, 1974; Ruskin, 1974, 1976).

Guided Design

Guided Design is a more recent innovation than either contract teaching or personalized instruction. It was developed by Dr. Charles E. Wales, Director of Freshman Engineering at West Virginia University and Dr. Robert

A. Stager of the Faculty of Applied Science at the University of Windsor. While it originally was developed for engineering students it has since been applied to courses in a wide variety of disciplines including Philosophy, Commerce, Education, Chemistry, Mathematics, Biology, Physics, History, International Relations, Psychology, Sociology, Social Work, Speech, English, Communication, and Music.

> Guided Design is a new educational strategy, part system, part attitude. It reshapes the traditional approach to higher education by having students, working in small groups, attack open-ended problems rather than masses of cold information. It is based on the conviction that the student who works through an ascending order of well designed problems, the student who is actively seeking solutions to problems rather than passively assimilating knowledge, will emerge not only better educated but far stronger intellectually(Wales and Stager, p. 1).

As indicated in the quotation above, students in a Guided Design class are given an open-ended problem to solve using the course content. The problem is broken down into steps in ascending order which they solve one step at a time. Students must use analytical, problem solving and decision making skills in solving the problem. Students work in small groups with each person making his or her own unique contribution to the group.

Students complete each step of the problem in turn. As they reach a decision on a step they check the answer with the instructor. The instructor discusses the decision with the group, suggesting alternatives which they may not have considered, assessing the decision, and examining it with the group of students. If he or she believes the decision is fundamentally correct, remember these are open-ended problems and they do not necessarily have a correct answer, the group is given the next step to work on. Students also receive printed feedback on how the instructor, or some other authorities, have solved that step of the problem. The group need not agree with the solution offered and are free to pursue their own solutions even though they may lead to a dead end.

Five basic principles underlie the Guided Design philosophy of education. As Charles Wales describes them, they are:

> Five basic "psychological principles" every teacher should attempt to use in the organization and presentation of each course are:
>
> 1. Guide the student's learning
> 2. Provide for practice
> 3. Evaluate and give feedback
> 4. Motivate
> 5. Individualize
>
> Simply put, the effective teacher is likely to be someone who guides students while they learn, allows them to practice, gives students the feedback needed to know whether what they have learned is correct, who reinforces correct behaviors, motivates the students so that they want to learn, and recognizes that people are different, that they have different backgrounds and interests and learn at different rates, and who attempts to meet his variation by individualizing work(Wales, 1976, 390).

When using this type of format in a course students are guided in their learning. Miller (1980) indicates that when compared to three traditional classrooms of students studying the same subject, students in the Guided Design class had 300% more interaction with the instructor than students in the traditional lecture classes. When compared to the class in which small group techniques are utilized Guided Design allows for the instructor to follow closely the work of students. Students are not turned loose to simply muddle their way through hoping that they arrive at the correct answer. This technique, turning students loose in small groups to arrive at an answer, increases student anxiety and frustration especially if they are not trained in problem solving.

The first unit in any Guided Design course is central to the entire course because it introduces the eleven steps in decision making. These steps can be applied, with some modification, to any academic or work situation. Wales and Stager suggest an exercise entitled, "The Fishing Trip: An Introduction to the Process of Decision Making." This year I created a similar exercise entitled, "Lost In The North Woods," to use in classes where some persons had already participated in the fishing exercise. Either exercise

introduces the student to the steps of decision making. These steps are: (1) identify the problem. (2) State the basic objective or goal. (3) State the constraints, assumptions, and facts. (4) Generate possible solutions. (5) Evaluate and make a decision (choosing from among the possible solutions). (6) Analyze the elements of the chosen solution. (7) Synthesize (combine the elements into a detailed solution). (8) Evaluate the solution. (9) Report the results and make recommendations. (10) Implement the decision. (11) Check the results.

Each Guided Design unit uses these steps to lead the students through the problem solution. In the example included with this paper (see appendix) information 1 identifies the problem, information 2 through 5 investigate the problem examining facts, assumptions, etc., in information 6 students begin to generate possible solutions. I have led them through a further analysis of the problem before they begin to evaluate and make a decision (information 8). They then analyze the elements of the chosen solution and evaluate it examining constraints upon the solution they have chosen. The final step is their formulation of the solution and recommendations.

While they are working on this problem students are encouraged to prepare a corresponding project on their own and present it in paper format. Mini-lectures are used to provide information which cannot be obtained in the readings. They are also used to clarify points which several groups have missed or misunderstood. I find that often all groups will fail to understand some concept, or one or two groups will raise a point which is worth sharing with the entire class, so mini-lectures are used for this. I have also found that when writing a feedback, I missed an important aspect of the problem. Often a group will come up with a solution which is better than the one I proposed. These are shared with the class and the unit rewritten for further use. This is not uncommon, however, since Jenkins(1978) indicates that this is the experience of other people who use Guided Design.

Guided Design gives the instructor flexibility in planning a course. One can teach an entire Guided Design course made up of six or seven different Guided Design units. One can use only one or two Guided Design units in a course. Guided Design can be used with simulations, games, structured exercises, lectures, audio-visual presentations and individualized instruction. The unit on communication apprehension has been used in two ways. I used it with one class as a complete unit. In another class I used a modified format by asking students to do the readings and be prepared to discuss the questions in class. Instead of twelve or more class periods this only took two as they discussed the questions together in small groups and then shared the answers in class. While it was quicker I do not believe the students received the full benefit in the modified format. They did not, for example, work through the decision making steps. The latter is the objective of the unit.

I find it quite easy to write Guided Design units although I realize that all units written to this date can be improved. Creating the problems and situation satisfy a creative need for me. I find it easier to sit down and type out the problems at Charles F. Freebel University than to work my way through a paper such as this one. Structuring the units and gathering the readings requires more time. Sometimes I have found that current textbooks and available resources simply do not have the readings which I want to use in the unit. An unit I tried to write on persuasion floundered this year because I simply could not find the concise articles on attitude change and attitude theories which I wanted. I was talking my way through this unit with my class and used lectures to provide the information on attitude theories. I do find that preparing a mini-lecture is more stimulating because I know precisely why it is being given. I also find that students are more attentive to it since they know the information will help them with a problem they are currently working on in class. The information is useful to them at that moment.

I am currently working on a Guided Design unit which will be used in the mass communication portion of my course. The problem runs something like this: officials in a developing country are seeking to develop a national broadcasting system. The students are working as consultants to these officials and are asked to give historical information on the development of the media in Canada, the United States, and Great Britian to learn what problems may arise. Questions which students would be asked to consider in this unit are: the regulation of the media, use of public service broadcasting, the economics of the media, cultural domination or possible destruction of the culture because media content would come from elsewhere, and new technology being developed. In the latter a discussion and investigation of Teledon, interactive cable, pay television, teleconferencing, etc. would take place. Students would then recommend a solution to the type of system and its regulation. This unit is only in the planning stage but I hope to introduce it in 1982.

Guided Design has more structure than many types of instruction. Some have suggested that it is too structured although this can be overcome by emphasizing the "possible correctness" of the solutions instead of supplying the one correct answer. In the unit on communication apprehension no one correct solution is given. While Zimbardo prefers the shyness clinic, McCroskey utilizes desensitization techniques, and Phillips proposes "rhetoritherapy" (a term which Phillips admits was chosen because it sounded impressive) students are asked to evaluate each and arrive at their own decision. Each group creates a slightly different remedial program. This is as it should be since the world in which they live does not always allow for easy, simple answers.

The basic objective, however, is to teach a way to analyze problems and arrive at a solution. This is applicable to any subject matter and any situation. Miller (1980) indicates that students in his Guided Design

did not score significantly higher or lower on the final examination than students in three traditional classrooms. Miller does not report the questions on which this conclusion is based. It indicates at least that Guided Design is as effective as lectures in transmitting basic information. I would suggest that if analytic questions are asked, students in a Guided Design course would be better in answering such questions. Miller's research does indicate that students are more satisfied with a Guided Design course then traditional courses. I have also found student satisfaction to be quite high with Guided Design.

My experience has been that one can and does cover more course material in a Guided Design course than in a traditional lecture course. In none of the courses in which I have used it have we covered less than had been covered in previous years. There is a tendency for instructor's to think, because of the past experience they have had in a classroom, that since Guided Design may take more time less material is covered. The concept of Guided Design also provides a need for the subject matter of the course. Students begin to see the relevance of the concepts they are studying. Material is also presented in a fashion which helps students to learn and remember the subject matter.

I have not included in my courses the minitests, quizes, and all of the related student projects which Wales and Stager (1977) suggest or recommend. The reason for this lies in the method of evaluation which is used in several of my courses(Tate, 1972) in which students set their own method of evaluation on which 70% of the final grade is based. Each student determines the objectives they have for the course and choose a method of evaluation which will enable them to meet these objectives. All students are working on papers, readings, research studies, during the course. I have found that since using Guided Design basic concepts learned in a Guided Design unit are used in these other activities. This has not always been the case in the past.

Summary

Guided Design is only one of many instructional strategies available to the communication instructor. The objective of a Guided Design course, as well as simulations, games, case studies, is to develop problem solving and decision making skills. As Gardner says, "We are moving away from teaching things that readily become outmoded, and towards things that will have the greatest longterm effect on the person's capacity to understand and perform...emphasis is being given to instruction in methods of analysis and modes of attack upon problems."

Guided Design requires that the student utilize his or her problem solving skills to work on realistic problems. It requires the use of basic principles of the subject matter to solve these problems. The instructor guides the work of the student and thereby builds up their confidence in their own ability to solve problems and make decisions. Students are not left to flounder on their own only to discover at the end of the course they were wrong from the beginning.

Guided Design allows the instructor to accept each individual student at his or her own level of need and development. Through the use of related projects, papers, etc. each student can develop at their own rate. The course can also be readily modified to meet specific student needs. Above all the student learns a method of analysis and critical thinking which can be applied in other courses.

Guided Design is flexible. It can be used in many forms in a class. One Guided Design unit may be utilized or the entire class can be taught in this manner. It can be combined with simulations, games, role play, case studies, and field research. An instructor can modify a unit to fit the time constrictions for the class.

Interaction between the students and the instructor is increased. A teacher is in close contact with the students during a Guided Design course.

Instructor feedback is given to students as each step of the problem is solved. Instructors can ask questions to help the group think through a problem. They can provide resources, mini-lectures, audio-visuals when they are needed by the students. Since the student has a need for the information they pay closer attention to it. Student satisfaction with the course increases. Jenkins (1978) quotes one student at West Virginia University who found the course, The Nature of Evidence, redundant at times and felt the paperwork piled up, but who said, "I don't know how much I'll remember in five years. I doubt I'll remember much of the terminology, for instance. But the decision-making process—I'm sure I'll remember that."

Instructors interested in learning more about Guided Design can purchase two books which describe the method in detail. GUIDED DESIGN PART I gives a general introduction to Guided Design. It includes the Fishing Trip exercise and another on developing educational strategies which can be used with any class. GUIDED DESIGN PART II expands upon the first volume giving an analysis of a Guided Design project, the theoretical rationale for Guided Design and sample materials in Philosophy, Chemistry and Anthropology.

Books may be ordered from: Dr. Charles E. Wales
Director, Freshman Engineering
Professor of Engineering and Education
West Virginia University
Morgantown, West Virginia 26506

Cost of each volume is $ 5.00.

There is also a film about Guided Design available from Dr. Robert A. Stager, Faculty of Applied Science, University of Windsor.

Wales, C. E., and Stager, R. A. THE GUIDED DESIGN APPROACH is available from Educational Technology Publications, Inc., Englewood Cliffs, N. J.

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APPENDICES

Appendix A: STATMENT OF PHILOSOPHY OF EDUCATION

Appendix B: Guided Design Unit on Communication Apprehension

Appendix C: Modified Unit on Communication Apprehension

A STATEMENT OF PHILOSOPHY FOR THIS COURSE:

"...a ready-made truth is only a half truth. The goal of education is not to increase the amount of knowledge but to create possibilities for a person to invent and discover, to create people who are capable of doing new things."
—Jean Piaget
Swiss Psychologist

"Meanings are in people not in words." David Berlo,
THE PROCESS OF COMMUNICATION

"No single book can tell it all, nor can any single science or course of study. No book nor its author can educate. He and it can only point out a direction for the self-education of the inquiring mind." —Alan F. Jensen,
Sociology: Concepts and Concerns

"Learning is something we do for ourselves. Instruction is important. Experience and the voice of caution have their value. The adventure, however, is ours. The responsibility is ours. The thinking is ours. The excitement is ours. Education is a solo flight." —William Pearson Tolley,
THE ADVENTURE OF LEARNING

"...Yet silence and passivity drift like fog through the classrooms and hallways of colleges. What students learn is to keep their mouths shut and let professors do their thing....no real discovery and no learning take place unless the student is genuinely absorbed. He must feel a need to do and to know, and it cannot be for what Bruner calls extrinsic reasons, like passing courses, getting grades and degrees, or pleasing someone else...Piaget calls interest 'that decisive factor.' No permanent learning happens without it. The learning must touch the student, engage him in his concerns....Carl Rogers focused on this knotty problem for me: 'A person learns significantly only those things which he perceives as being involved in the maintenance or enhancement of his self.'....Psychologist Abraham Maslow set up a beautiful scheme that explains what we are all after—his 'hierarchy of needs,' a list of everything people need to stay alive, prosper, and be happy. Basic needs must be fulfilled before people turn to higher considerations... ..According to Maslow, fulfilling these needs is what interests us. And it takes a lifetime. Schools, especially colleges, deal mostly in self-actualization. But we know hungry children will not learn to read and write. And the unloved and self-hating cannot lose themselves in literature. A college professor brings his subject matter to students who are at different stages of need. Younger students are feverishly interested in jobs and sex, love and self-esteem. Adults often make better students because they've had more time to satisfy first needs.

A teacher can't find jobs or loves for his students. But he can support their job hunting and treat them lovingly. He can respect them. He can treat his subject and arrange his class activity so that many needs are occasionally filled. He can boost self-esteem by starting his students on activities they can perform and then pointing to their successes. He can encourage them to experiment without threat. He can encourage cooperation, which earns them the respect and friendship of peers. No teacher can choose to ignore the range of student motivations that is part of what Piaget calls the laws of moral development. Ignoring the laws dooms a teacher to only partial, sporadic success and much failure. Honoring the laws won't guarantee success. Teaching is like that." —Robert G. Kraft,
Bike riding and the art of teaching, CHANGE, pp. 41 - 42.

On Grading

Before I had barely seen your papers
you wanted your grades
as if I could affirm your being
by stamping on an A—Alive and Well.

Who has crippled you so
that a line or two from me
can save your sanity
or send you home happy
to face those parents
who will ask
how you did
as if a grade
or grader
could tell.

—Ruth Harriet Jacobs
Associate Professor of Sociology
Boston University, picked by CHANGE as one of the most creative teachers of Sociology in 1978. CHANGE, March 1979, 4.

ZEN AND THE ART OF CLASSROOM INSTRUCTION
or
THE GENTLE ART OF WAITING THEM OUT

the master knows that he has no knowledge of consequence beyond itself
it is of no consequence to the student because it is not the student's and never can be
yet the student does not believe the master when he says he does not know

the student asks for answers
the master knows that no one can give another answers
he also knows that to say directly that no one can give another answers is in itself an answer and will not be heard

and so it goes....

when the teacher knows something the student doesn't know he cannot tell it
he can only jar and provoke the student from his complacency

then.....

he can only wait
for the student to find his own approximation

—Charles Rossiter
COMMUNICATION EDUCATION, 1976, 236

"The explanatory crisis which now confronts us...is but a repetition of what has occurred many times in the past....Every kitten is confronted with such a crisis at the end of nine days." *—P. W. Bridgman*

As the above statements indicate the instructor of this course cannot educate you. He cannot teach you. He cannot even inform you because if the meanings do not exist in your head his words will mean nothing to you. He can make suggestions. He can create some opportunities for exploration. He can, because he has gone this path himself before you, provide some guidance and assurance. The learning is up to you. The growth in understanding is up to you. The responsibility is yours! The excitement is yours. The instructor hopes that during your explorations in this course you will come to understand the world of communication and thus see life and the world from a new angle.

"The development of abilities is at least in part a dialogue between the individual and his environment. If he has it to give and the environment demands it, the abilitiy will develop...Most of us have potentialities that have never been developed simply because the circumstances of our lives never called them forth...Exploration of the full range of his own potentialities is not something that the self-renewing man leaves to the chances of life. It is something he pursues systematically, or at least avidly, to the end of his days. He looks forward to an endless and unpredictable dialogue between his potentialities and the claims of life—not only the claims he encounters but the claims he invents. And by potentialities I do not mean just skills, but the full range of his capacities for sensing, wondering, learning, understanding, loving and aspiring.

The ultimate goal of the educational system is to shift to the individual the burden of pursuing his own education. This will not be a widely shared pursuit until we get over our odd conviction that education is what goes on in school buildings and nowhere else. Not only does education continue when schooling ends, but it is not confined to what may be studied in adult education courses. The world is an incomparable classroom, and life is a memorable teacher for those who are not afraid of her...."

—John W. Gardner,
SELF-RENEWAL, pp. 11-12.

"We are beginning to understand how to educate for renewal but we must deepen that understanding. If we indoctrinate the young person in an elaborate set of fixed beliefs, we are ensuring his early obsolescence. The alternative is to develop skills, habits of mind and the kinds of knowledge and understanding that will be the instruments of continuous change on the part of the young person. Then we will have fashioned <u>a system that provides for its own continous renewal</u>. (Emphasis in the original.)

This suggests a standard in terms of which we may judge the effectiveness of all education—and so judged, much education today is monumentally ineffective. All too often we are giving our young people cut flowers when we should be teaching them to grow their own plants. We are stuffing their heads with the products of earlier innovation rather than teaching them to be innovative. We think of the mind as a storehouse to be filled when we should be thinking of it as an instrument to be used....Change is so swift that the 'latest thing' today may be old-fashioned by the time the young people enter adulthood. So they must be taught in such a way that they can learn for themselves the new things of tomorrow. And that leads us back to fundamentals.

We are moving away from teaching things that readily become outmoded, and toward things that will have the greatest long-term effect on the person's capacity to understand and perform. Increasing emphasis is being given to instruction in methods of analysis and modes of attack on problems. In many subjects this means more attention to basic priniciples, less to applications of immediate 'practical' use. In all subjects it means teaching habits of mind that will be useful in new situations—curiosity, open-mindedness, objectivity, respect for evidence and the capacity to think critically."

—John W. Gardner,
SELF-RENEWAL, pp. 21 - 23.

"The very essence of learning is to anticipate experience; all education is life in advance. Simply by being educated persons we anticipate an infinite number of happenings that would otherwise come to us later, at thirty or fifty of seventy....An education that does not give promises, gives nothing. The declaration of giving facts, and facts only, is a declaration of bankruptcy. Present day teaching, in its false modesty, impresses me as a series of farewell parties to life. True education, however, enables man to survive the limitations and follies of his age and to enter the next; for this reason it tries to endow him with resilience, vision, resources, dreams—and of course forebodings and warnings as well.

Now this is not idealism. It is the most sober approach to teaching; it is right down to brass tacks. I have been the sworn enemy of philosophical idealism all my life because it separates mind and body, spirit and incarnation. I prefer a child to an idea, and Lincoln to any abstract principle.

...Any society, any person should have as much future as past. The antidote to facts are "fienda." The cultural lag represented by teaching, through which society has to assimilate each newcomer, can be balanced by crediting our students with being ancestors of as many generations to comes as have gone before. When we look at teaching from the end of man, from the regeneration of the universal order, we shall treat the student as the founder of centuries.

The facts of which we know are so many obstacles to be overcome by providing ourselves stronger than they, yet this strength is not developed by our present way of teaching. It is appalling to read, for example, what modern so-called scientists recommend in marriage. Cowering down under the 'law' that man is a product of his environment, they make even marriage a matter of environment, rather than the task of its complete re-creation. They teach it as facts, not as 'fienda'. But a marriage which merely conforms to facts, that does not overcome obstacles, is not as inspired as it should e. A new nation, a new people, may be created by a real marriage.

—Eugen Rosenstock-Huessy,
"Teaching too late, Learning too early,"
I AM AN IMPURE THINKER, pp. 100-111.

"In it the great idealistic postulate of the "Cogito ergo sum" (I think therefore I am) was formulated, and therewith the programme of man's scientific conquest of nature. Descartes' 'Cogito ergo sum' opened the way to three hundred years of incredible scientific progress...The 'Cogito ergo sum,' for its rivalry with theology, was one-sided. We post-War thinkers are less concerned with the revealed character of the true God or the true character of nature than with the survival of a truly human society. In asking for a truly human society we put the question of truth once more; but our specific endeavor is the living realization of truth in mankind....Truth is vital and must be socially represented—Respondeo etsi mutabor (I respond although I will be changed)...We can drop the methods of the past. The schemes of that era, whatever they may be, were based on either physics or metaphysics. Some were subjective and some were objective; some were idealistic and some were materialistic, and many were a mixture of both. But they were unanimous in assuming that scientific thought should proceed from the simple facts or general ideas...Once we see the cardinal fallacy of this assumption, Marx becomes as much the son of a bygone era as Descartes or Hume or Hobbes. They all look astoundingly akin. They all set out with abstract generalities on man's mind and on the nature of matter...We renounce their approach to knowledge....The validity of social knowledge wholly depends on its being based on pure teaching...and in the communication itself is to be found the key to their being verifiable knowledge, 'science.'...The first outcry of human self-consciousness about society is the word: Listen! And as long as this word

is not recognized as the corner stone of our whole building of a social science, this science will never come of age. 'Audi, ut vivamus.' 'Listen and we shall survive," everybody is saying who talks at all on social questions. "Listen and society will live," is the first statement and the perpetual promise of any social research.

The Cartesian Cogito ergo sum (I think therefore I am) proves its failure to explain the process. Our formula is also at odds with the medieval: Credo ut intelligum (I believe so that I may understand)....Listen, lest we die; or: listen and we shall survive is an a priori that presupposes a power in man to establish relations with his neighbor that transcend their private interests. The formula, by its own supposition, denies the Marxian idea of thinking as pure self-interest; it also precludes the idealistic idea of thinking for the sake of thinking....

—Eugen Rosenstock-Huessy,
passages selected from
I AM AN IMPURE THINKER
and SPEECH AND REALITY.

"The world is twofold for man in accordance with his twofold attitude.
The attitude of man is twofold in accordance with the two basic words he can speak.
The basic words are not single words but word pairs.
One basic word is the word pair I-You
The other basic word is the word pair I-It; but this basic word is not changed when He or She takes the place of It.
Thus the I of man is twofold.
For the I of the basic word I-You is different from that in the basic word I-It.

Basic words do not state something that might exist outside them; by being spoken they establish a mode of existence.
Basic words are spokee with one's being.
When one says You, the I of the word pair I-You is said too.
When one says It, the I of the word pair I-It is said, too.
The basic word I-You can only be spoken with one's whole being.
The basic word I-It can never be spoken with one's whole being.

There is no I as such but only the I of the basic word I-You and the I of the basic word I-It.
When a man says I, he means one or the other. The I he means is present when he says I.....
The world of experience belongs to the basic word I-It.
The basic word I-You establishes the world of relation....
The You encounters me by grace—it cannot be found by seeking. But that I speak the basic word to it is a deed of my whole being, is my essential deed.
The You encounters me. But I enter into a direct relationship to it....
The basic word I-You can be spoken only with one's whole being. The concentration and fusion into a whole being can never be accomplished by me, can never be accomplished without me. I require a You to become; becoming I, I say You.
All actual live is encounter.
The relation to the You is unmediated. Nothing conceptual interveres between I and You, no prior knowledge, and no imagination...No purpose interveres....
Relation is reciprocity. My You acts on me as I act on it. Our students teach us, our works form us...How are we educated by children, by animals! Inscrutibly involved we live in the currents of universal reciprocity....

—Martin Buber, selected passages from
part one, I AND THOU, A new translation,
1970.

GUIDED DESIGN: "But I Am A Shy Person"

Introduction

In this unit I want to explore with you the causes and effects of shyness, reticence, and communication apprehension. This is an important aspect of life for many people which causes them much pain, frustration, and embarrassment. It may also affect the individual by causing him/her to fail in other aspects of life such as university, in business, in interpersonal relationships.

The objectives of this unit are not only to introduce you to the social psychological and communication research on these topics but also to the treatment of shyness. In order to understand shyness you will have to understand several different social psychological theories which explain behaviour. In this unit you will also be introduced to belief theory and research. This theory was developed by Milton Rokeach, Professor of Sociology and Psychology, at Washington State University. Dr. Rokeach has spent most of his life working on belief theory and research. He, more than any other individual, has brought a focus to this field.

Objectives

After completing this unit you should be able to do the following things.

(A) Identify the problem

1. Identify the problem of shyness and its consequences

(B) Gather Information

1. Study the findings of scientists who focus upon shyness, reticence, and communication apprehension
2. Be able to define each of these concepts
3. Be able to list the causes of these behaviours
4. Be able to list the consequences for the individual
5. Be able to describe the effect of a) the environment, b) the culture, c) the home, d) the school in producing these phenomena
6. Be able to define, describe the belief system and where beliefs about oneself exist within it
7. Describe how attribution theory explains these phenomena
8. Be able to list the various methods of treating shyness, etc

(C) Possible Solutions

1. Choose a method for treating people who suffer from shyness, reticence, or communication apprehension
2. Describe the limitations, constraints upon this method
3. List practical ways for a shy person to overcome the problem
4. Develop ways in which you can help yourself be less communication apprehensive

READINGS FOR THIS UNIT

During this unit you will be asked to read the following books and articles. I prefer that you do the reading as it is required in solving the problem. However if your schedule is such that you cannot do the reading when it is necessary the following list is provided so that you can do some reading ahead of time.

After Unit 2 you will be asked to read:

Schneider, SOCIAL PSYCHOLOGY, chapters 1,3,5, &

Zimbardo, Philip, Paul Pilkonis and Robert Norwood, "The Social Disease Called Shyness," PSYCHOLOGY TODAY, May 1975, pp. 69 - 72.

Keen, Sam. "Deliver Us From Shyness Clinics," PSYCHOLOGY TODAY, March 1978, pp. 18-19.

McCroskey, James C. "Classroom Consequences of Communication Apprehension," COMMUNICATION EDUCATION, 1977, 23-33.

After Unit 4 you will be asked to read:

Zimbardo, Philip. SHYNESS, chapters 12 and 4

McCroskey, James. "Community size as a predictor of the development of communication apprehension," COMMUNICATION EDUCATION, 1978, 212-219.

After Unit 5 you will be asked to read:

Zimbardo, Philip. SHYNESS. Chapters 4, 5, & 6

McCroskey and Wheeless, INTRODUCTION TO HUMAN COMMUNICATION, pp. 71 - 91.

After Unit 6 you will be asked to read:

Schneider, SOCIAL PSYCHOLOGY, chapter 5, pp. 126-157

Zimbardo, Philip. SHYNESS, chapter 4

Tate, E. D. "Belief Systems," (1975), pp. 1-9

After Unit 7 you will be asked to read:

Schneider, SOCIAL PSYCHOLOGY, pp. 81 - 91.

After Unit 8 you will be asked to read:

McCroskey, James C. "Oral communication apprehension: a summary of recent theory and research," HUMAN COMMUNICATION RESEARCH, 1977, 78-96.

Zimbardo, Philip. SHYNESS. chapters 7, 8, 9, 10 & 11

Phillips, Gerald M. "Rhetoritherapy versus the medical model: Dealing with reticence," COMMUNICATION EDUCATION, 1977, pp. 34 - 43.

Cohen, Herman. "Teaching reticent students in a required course," COMMUNICATION EDUCATION, 1980, pp. 222-228

Pederson, Douglas J. "Systematic desensitization as a model for dealing with the reticent student," COMMUNICATION EDUCATION, 1980, pp. 229 - 249.

Sokoloff, Kent A. "Treatment of the reticent in a private clinical setting," COMMUNICATION EDUCATION, 1980, 245-249

Pilkonis, Paul A. "Treating shyness and other relationship difficulties in psychiatric outpatients," COMMUNICATION EDUCATION, 1980, pp. 250 - 255.

After Unit 9 you will be asked to read: McCroskey, J. C. "Quiet Children in the classroom: On helping not hurting," COMM. ED., 1980, pp. 239-244. (Review Keen article above.)

Information - 1 -Defining the Problem

The Committee on Teaching for the Department of Communication at Charles F. Freebel University was meeting to discuss problems which had arisen during the first month of class. Membership on the committee was determined by the chairperson of the department during the first month of the school year. He appointed members of the department to serve on the committee.

This year the committee consisted of Jane Maxwell, chairperson, who was associate professor in the department and who taught courses on communication education. Frank Jones, was an assistant professor who had only been at the university for one year. Sam Druckson, professor of communication, specialized in the rhetorical analysis of social events. Janet Tornerud, assistant professor, with a specialization in research methodology was new to the department and the committee.

Jane called the first meeting of the department teaching committee to order by asking the members if there were specific questions which they would like to discuss. Janet began the discussion by saying, "I've noticed quite a few withdrawn, shy students here at Charles F. Freebel University. They seem so quiet and reserved. I think that this is something which we should investigate further as it may be possible that we can do something about it. Certainly if we could work with these students to help them overcome this social difficulty they would be happier and more successful in the world."

"Now wait a minute, Janet," Sam said softly. "These students come from lower income families and neighborhoods. They are not assertive, boisterous people like you may have met at Harvard. They are preparing themselves for careers which will take them out of the social environment in which they were born. They are not rebellious or actively seeking to change the world. They are very polite, rather quiet individuals, who have had a hard childhood and adolescence. They wish to study and get on with their work so that they can give a better life to their children."

"That's true, Sam," said Jane. "These students are not shy and withdrawn because they are disinterested in their education. Their education is very important to them. They are shy and withdrawn because they see the world as very threatening. They have been hurt before and are not willing to risk being hurt in the future. Once you get to know them they are very friendly and open with you. Besides I think Janet is over emphasizing the number of shy students here. Most of them are very outgoing and extroverted. It is only a small minority of students who are withdrawn and introverted."

"Well, perhaps we should study this matter further," said Frank, "because I have made the same observations that Janet has about the majority of students here who are quiet and withdrawn. This is something which may very well affect their education as well as success in later life. Isn't there something we could do to determine just how much of a problem this really is?"

Feedback - 1

The committee decided that there were several things which could be done to see if reticence or shyness was indeed a problem. First, they could begin a literature search to see what research had been done on the problem. This would help them to understand shyness, to estimate how predominate it was in the normal population, discover what might be done to measure it, and how it might be overcome in students. Secondly, they could survey the student population at Charles F. Freebel University to see how common this was among students. Thirdly, they could survey their colleagues to see how important they thought the problem was among students.

Information - 2 -- Defining the Problem

"Well, Janet," said Sam, "I must admit I was wrong in our discussion last time. Shyness, reticence, or speech apprehension--it is called all three of these things in the literature, is indeed a problem for students and other people. I looked at the work done by Zimbardo on shyness and the extensive literature on speech apprehension by McCroskey and others, and I am now convinced that this is indeed a problem which is worth our attention."

"I know what you mean, Sam," said Frank. "I was shocked to find that people who are speech apprehensive receive lower marks from teachers simply because they are quiet. As I stopped to think about this I realized that I had been guilty of giving quiet students lower marks simply because they never spoke in class or interacted with me outside of the classroom. I also realized that I tended to think of fellow teachers who were, what I would call shy, as less competent than other teachers who are outgoing and extroverted. I never realized that our perceptions of other people are affected by our beliefs about outgoing people and their competency."

"Do we need to measure the student body at this University to see how common this is," asked Jane, "or do we need to investigate the phenomena more before we proceed with some measurement? I guess I need to do more reading about it before I measure speech apprehension among students. What do the rest of you think?"

Janet was next to speak. "I tend to agree with Jane. I raised the issue because I thought students here were quieter than those I had known at other universities. But I am not sure that I completely understand what speech apprehension is or what causes it. Is it a problem of socialization? Does it relate to the self-concept of the individual? Is it a part of the individual's cognitive structure? "

Guided Design - 2.3

"I tend to think," said Frank,"that it is related to how one defines the situation?"

"What do you mean, Frank, by the term 'defining the situation?" asked Jane.

"Let's discuss all of these terms which have just been used," said Janet. "What do you think self-concept, cognitive structure, socialization, and defining the situation mean?"

Readings:

Schneider, SOCIAL PSYCHOLOGY, chapters 1, 3, 5, & 6.
Zimbardo, Philip, Paul Pilkonis, and Robert Norwood, "The Social Disease Called Shyness," PSYCHOLOGY TODAY, May 1975, pp. 69 - 72.
Keen, Sam. "Deliver Us From Shyness Clinics," PSYCHOLOGY TODAY, March 1978, pp. 18-19.
McCroskey, James C. "Classroom Consequences of Communication Apprehension," COMMUNICATION EDUCATION, 1977, 27-33.

(As a group define each of the terms which we have been discussing: shyness, reticence, speech apprehension or communication apprehension, self-concept, cognitive structure, socialization, and defining the situation.)

Guided Design - 2.4

Feedback - 2

The group arrived at the following common definitions for the terms being used in their discussion.

Shyness--the behavior of people who are uncomfortable in the presence of other people which causes them to withdraw, remain silent, avoiding contact with others; an extreme self-consciousness.

Reticence--habitually to be silent, uncommunicative

Communication Apprehension--an anxiety syndrome associated with either real or anticipated communication with other persons. This may be caused by the necessity to a) speak to others, b) write to others, or c) sing or perform musically before other people.

Self-concept--beliefs which one holds concerning oneself. These are essentially learned from experience with other persons. They may be classified as Primitive Beliefs, 0% Consensus.

Cognitive structure--the form of one's cognitions, thoughts, information, feelings, beliefs. Two aspects of the cognitive structure are a) the units, or elements of the structure and their dimension, and b) the relationships between the units. (See Schneider, pp. 64ff.)

Socialization--the process by which people come to understand what is expected of them in various social situations

Defining the situation--term utilized by symbolic interaction social psychologists to indicate the process one goes through prior to interacting with other people and during interaction with them. (See especially chapter 6 in Schneider on social reality. The interested student will find Paul Watzlawich's book, HOW REAL IS REAL?, worthwhile reading.)

Information - 3 -- Investigation of the problem

"Now that we have some common consensus about the terms which we are using," said Janet, "let's see if we can seek a better understanding of the causes of shyness and communication apprehension. I think we have agreed that the two are not equivalent phenomena but can be discussed together."

"Let us begin by discussing the role of culture as a cause of shyness," said Sam. "I realize that culture is a large variable and very hard to operationalize. Personally I have always liked Hall's operationalization of it with his map of culture(see accompanying handout). However, let us operationalize it here as any racial, ethnic, or national group."

"You mean like Norwegians," asked Frank. "I remember reading a book by Sigrid Undset, the great Norwegian writer, in which she argued that Norwegians were by nature a quiet, taciturn people who strongly believed in democracy. It was an excellent analysis of the Norwegian culture and character."

"Yes," Sam answered, "like Norwegians. Are there any other national groups which we might say demonstrate shyness? Is it cultural?"

Feedback - 3

The reading which the group did showed that Zimbardo has found greater amounts of shyness among Japanese and people from Taiwan. He finds lesser degrees of shyness among people from mainland China, Israel, and members of a synanon community in Northern California. Zimbardo reports that shyness was viewed as a problem by 24% of the Jewish American respondents, 35% of Israeli Jewish respondents, 64% of American students, 73 percent of U. S. respondents in a general population sample, 75% in samples from Japan and Mexico, 58% in Taiwan, and 82% in India"(p. 217). Similarly his research indicates that more men than women in Japan and Taiwan report shyness, no sex differences in the U.S. and more women than men in Mexico, Israel, and India.

Information - 4

"Okay," Jane began, "there do appear to be cultural differences in the shyness research. What about the communication apprehension research?"

"I think I can answer that," said Sam. "James McCroskey points out that one out of every five students in a U. S. university is a communication apprehensive. However, there is little relationship between shyness measures and communication apprehension measures. Therefore it appears that we are discussing two different phenomena when we use these two terms. Similarly there is little relationship between one's scores on anxiety measures and communication apprehension measures. A person can be very normal in all respects and still be a communication apprehensive, or on the other hand, a complete neurotic but suffer no communication apprehension at all. We don't know about cultural differences because communication apprehension has not been measured in other cultures.

You will note in Zimbardo's work that all he has done is ask people, "Have you ever been, or are you now, shy?" That is really not a very valid measure of shyness. All he has is self-report data. McCroskey and his co-workers, on the other hand, have developed scales to measure communication apprehension. Next meeting I will bring in two of them so that we can examine them. Now McCroskey has found that there are environmental differences which produce communication apprehension. So perhaps we should examine the environment in which children grow up which might produce communication apprehensive people."

"That is a good idea, Sam," Janet remarked. "Zimbardo goes into some detail about the type of environment which he believes causes shyness. Let's make a list of the environmental factors which cause shyness and those which cause communication apprehension.

Readings, Zimbardo, SHYNESS, chapter 12 and chapter 4
McCroskey, James. "Community size as a predictor of development of communication apprehension, COMM. ED., 1978,212-219.

Guided Design - 2.6

Feedback - 4

Your list should include among other things the following:

Culturally:
- emphasis upon rugged individualism
- highly competitive
- promoting a cult of the ego
- rewarding individual success and making failure a source of personal and family shame
- setting limitless aspirations and ambiguous criteria for success, while not teaching ways of coping with failure
- discouraging expression of emotions and open sharing of feelings and anxieties
- strict sexual taboos
- making acceptance and love contingent upon critical social standards of performance
- denying the significance of individual experience with strong emphasis upon glorious past
- social mobility, divorce, economic uncertainty
- changing social goals and pride in belonging to a group discouraged
- prejudice and discrimination against members of the individuals ethnic or racial group

In The Family:
- emphasis upon children being quiet
- talking by children is discouraged at the dinner table, etc.
- describing the quiet child as the 'well behaved'
- placing the child in a communication bind--encouraging him/her to talk but ridiculing everything said or nonverbally refusing to listen to the child
- divorce
- parents not able to speak English or dominant language
- birth-order--first borns more likely to be quiet with later borns having more verbal skills

At school:
- reward of the quiet child as the well-behaved child
- teacher giving more attention to talkative child, unruly child, etc. and ignoring the quiet child. Thus quietness becomes a way to escape the attention of the teacher and punishment from the teacher
- emphasis upon competition, getting high grades, and working hard

Environment:
- rural area
- small towns
- change in schools for any reason

Information - 5

"You know," began Frank, "we have a fairly clear picture of the causes of shyness, etc. but I don't think we realize the consequences for the individual. Why don't we list the effects that shyness and communication apprehension have upon people? What harm does it do to someone who is shy? Why should we be concerned about it?

READINGS: Zimbardo, SHYNESS, chapters 4, 5, & 6.
McCroskey & Wheeless, INTRO TO HUMAN COMMUNICATION, pp.71-91.

Feedback - 5

The effects of shyness, reticence, and communication apprehension upon people are:

a) they are perceived as being less competent, less sociable, less likely to be leaders, less composed, less socially attractive, less physically attractive by their peers
b) they are less likely to be hired for a job
c) teachers are more likely to perceive them as less competent, less academic, etc. and therefore give them lower grades then they deserve
d) perceived as less desirable dates and potential marriage partners
e) generally perceived negatively by other people
f) have more sexual problems, more afraid of intimacy
g) may be more likely to frequent prostitutes when experiencing extreme shyness
h) more likely to become alcoholic, especially with extreme shyness
i) persons with extreme shyness may be more violent; Zimbardo presents evidence that many mass murderers are extremely shy, also true for rapists, etc.
j) more likely to be submissive to authority, less likely to rebell
k) may be more creative (Einstein is a good example)
l) raise children who are shy, reticent, communication apprehensive
m) less likely to be promoted while on the job and to seek it.
n) more likely to seek employment which requires little communication

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Information - 6

"Wow," said Jane, "that is some list. This is a greater problem than I originally thought and it has an effect upon our students which far exceeds anything we tell them in a lecture. What are we going to do about it?"

"Before we begin to talk about possible solutions," Sam interrupted, "I think we should investigate the problem a little bit more. I realize that we have described the causes of shyness, reticence, and communication apprehension but I don't think we have defined our problem. Are we going to go back into someone's childhood and change the way their mother treated them when they wanted to share an idea? No, of course not, because that is impossible. Therefore, we need to define our problem in such a way as to be able to treat it."

"I think we need to ask ourselves why are people shy. Why are they apprehensive about communicating with someonelse? What makes them different from people who are not shy? I think the literature--all of it whether on shyness, reticence, or communication apprehension--demonstrates that it has something to do with one's belief system! Shy people are shy because they believe themselves to be shy people. Non-shy people don't believe they are shy. It all depends upon our self-concept."

"I think you are right, Sam," said Janet. "Zimbardo says quite clearly that the only difference between the shy and the non-shy person is their self-definition. Phillips agrees with that and so does McCroskey. We all enter new situations which frighten us, make us hesitent, give us butterflies in the stomach because we don't know what to expect. Non-shy people attribute these feelings to the environment while shy people blame themselves."

"Is it possible to say that shyness, like beliefs of inferiority, is a basic Primitive Belief, 0% Consensus," Frank asked. "They have to be primitive beliefs to have such an effect upon our behaviour. Yet they are not shared beliefs which every person would accept. They are 0% Consensus beliefs. No one else accepts the belief that I am shy except for the shy individual. Other people looking and observing them would say, "Hey, you're not that shy" but they tenaciously hold onto the belief because it is a part of their self-concept--primitive beliefs in the belief system."

"I don't know, Frank," said Jane, "because I am not familiar with the theory which you are discussing. Can you outline it for me?"

"I think that Rokeach's theory is very applicable here, Frank," said Janet, "but I think you must link it with attribution theory--if that is possible. Let's discuss both of these theories as they apply to shyness, reticence, and communication apprehension."

(In your group make an outline of these two theories and apply them to the problem being discussed.)

READINGS:

Schneider, chapter 5, pp. 126 - 157.
Zimbardo, chapter 4 in SHYNESS
Tate, E. D., "Belief Systems," (1975) pp. 1-9.
(An extensive description will be found in Milton Rokeach's books listed in the syllabus.)

Feedback - 6

Rokeach has identified five types of beliefs. Primitive Beliefs, 100% Consensus are those beliefs which all people would agree upon if any of them were questioned, i.e., The University of Saskatchewan is located in Saskatoon, Sask. Primitive Beliefs 0% Consensus are those important beliefs which an individual holds to be true but may not be accepted by other people. Personal beliefs about shyness, introversion, etc. are located in this area of the belief system. Authority beliefs represent beliefs about who is to be trusted, who is expert in a field, etc. Derived beliefs are based upon authority beliefs and owe their acceptance to some authority. Inconsequential Beliefs are those beliefs of taste, etc. which may be strongly held but do not significantly affect our lives. As Zimbardo has shown the only significant differences between a shy person and a non-shy person is the belief about how shy the first person is in life. Shy people hold a belief that they are indeed shy.

All beliefs are learned or come from our experiences with other people. However, as Rokeach points out, not all beliefs are equally important. It is the most important beliefs, which he calls Primitive Beliefs, which govern our behaviour and determine our interpretation of reality. These 'Primitive Beliefs' are also the most resistent to change. If they are changed they will produce the greatest amount of change in the rest of the belief system.

Very briefly, attribution theory argues that a person only has as much information about themselves as other people observing them. If another person hears you say, "I don't like pizza," they will attribute to you a belief and attitude against pizza. If you hear yourself say, "I don't like pizza," you also attribute to yourself a belief and attitude against pizza. If this behaviour continues over a long period of time, occurs whenever you are offered pizza, and does not occur when you are offered steak, you will conclude you don't like pizza. "How do I know what I believe until I hear what I say."

Shyness then arises because people consistently over time react hesitently in certain situations. Shy people attribute this hesitency to themselves and develop the belief that they are shy. Non-shy persons attribute the hesitency to the environment, to a new situation, to having to talk to a stranger, and do not attribute to themselves shyness. Both shy and non-shy people experience exactly the same characteristics when approaching new situations, strangers, etc. The difference lies in their attribution of the hesitency, nervousness, etc. to either the environment or themselves.

Information - 7 -- The Identification of the Problem

"I think we are now able to identify the problem," said Sam. "The problem is not the environment in which one is

raised, although this contributes to the problem, nor is it essentially how your parents treated you, although again this may have caused the problem, but the problem is how one conceives of oneself. The problem is that having the belief you are shy, reticent, a communication apprehensive, makes or causes you to be shy, etc. That is the problem!"

"The solution to this problem is changing one's beliefs about oneself. The solution is changing the attributions one makes about him/herself. Now that we have clearly defined the problem, how do we go about solving it?"

"I agree with your statement of the problem, Sam," said Janet, "however I think it is premature to look for a solution. First, we need to state the basic objective or goal. This will focus our thoughts on the real problem to be solved. Is the basic objective to make everyone a non-shy person? If so, I know at least one writer--Sam Keen--who disagrees with that solution or goal. I realize that Philip Zimbardo argues very strongly for the elimination of those things in our society which cause shyness. But how do you rid people of shyness without killing individuality? The world would be a very boring place if everyone was an extrovert, smiling, backslapping, always running around greeting people. No I think, and I guess that this is a change from my original position, that I want a world where a person is free to be shy, reticent, a communication apprehensive, if he or she chooses to be such. However I want also to set free those persons who are feeling guilt,or parental coercion, because they are shy, etc. Well, I've talked long enough let me hear what some of the rest of you think."

"You have been very eloquent on individual freedom, Janet," said Frank. "I agree with you. Let's protect the rights of people who want to quiet persons while helping those who are shy to understand themselves and to be free to express themselves in whatever manner they choose. That should be our goal."

"What I don't understand," interjected Jane, "is why do these people continue to perceive themselves as shy in face of evidence that they are not shy at all? What in the world is wrong with them if they can't see how ill at ease they are making themselves?"

Frank answered Jane by saying, "Jane, haven't you ever heard of 'selective perception'? Or selective exposure? How can we define these things, or describe them so that Jane will understand their role in supporting shyness? Sam, you must know the rules of perception, what are they?"

Readings: Schneider, pp. 81-91.

Feedback - 7

First the basic principles of perception.

1. The world is a product of the perceiver as well as the perceived. Every perception is a combination of events "out there" and our beliefs, attitudes, values, expectations.
2. All perception is selective. Perception involves leaving out details. Anything which we perceive is a selection or abstraction of the event itself. The laws of physics--speed of light, sound, etc.--determine that some things will be left out. Our own expectations, beliefs, etc. determine what other details will be left out. Similarly the world is too full of noise, events, and objects for us to focus on them all so we ignore many of them.
3. The physiological body processes screen out many things in the world making perception even more selective. Some sounds are too low or too high for the human ear to hear; some objects are too close, too far, too big, too small for the eye to see;all our senses are limited to events that occur within a certain range of the body.
4. Each individual person has only his/her own experience on which to interpret some event. If it is outside of his/her experience he/she will not be able to understand it. Meanings are in people not in words which means that each person understands any event differently from anyonelse because of the unique meanings he/she possesses.

Selective exposure means that people will expose themselves only to things which have meaning for them, agree with their current beliefs, attitudes, and values, and correspond to their interpretation of reality. Selective exposure means that shy persons will not even expose themselves to events which indicate they are not shy. Selective perception means that if they do they will not be perceived. Selective interpretation means that even if perceived they will not be interpreted as anything except evidence of shyness.

Information - 8 -- Generate Possible Solutions

"You see, Jane," said Janet, "that is what I meant by the term, 'defining the situation,' which I used some time ago. As we approach a new interaction, each of us attempts to predict what will happen. We attempt to define exactly what this interaction is, what will happen, and what role we should play in it. We base this definition upon our past experience. All of us try to predict what will happen so that we know what behaviour is appropriate for us. We write a script for the interaction in our imaginations. Then we follow this script during the interaction. If we discover we made some invalid inferences

about the proper behaviour then we revise the script as we go along."

"This approach comes from a dramatistic analysis which Sam will understand since it was developed originally by Burke but has been expanded in Sociology by Goffman, Blumer, and McHugh. They perceive of people appearing in the play except that each of us writes our own script. We act according to the script. The shy person has a script which mandates that they act the part of a shy person. Only by changing their script--their definition of the situation--can we help them get over their shyness."

Sam thought for a moment and then said, "You know Janet it isn't often you find such an excellent application of Burke's thought to life. I believe that the sociologist Denzin has also utilized it in his analysis of life. But I think we have have analyzed the problem enough now and should move on to examining possible solutions. We have stated the goal which is to help people to become aware of why they are shy so that they can make rational decisions about their lifestyle. Now what alternatives are available for us?"

"Well, I think that we have three alternatives which have been introduced to us in the reading which we have done," said Janet. "McCroskey utilizes mass desensitization techniques where he works with any number of people at one time. Zimbardo advocates shyness clinics where people are counselled, given new activities to try, and develop new beliefs about themselves. Phillips advocates rhetoritherapy and systematic desensitization depending upon the individual case."

"Let's examine each of these methods for treating people who are shy, reticent, or communication apprehensive and see if we can outline the basic techniques utilized by each," said Frank. "I'll make a list of the techniques as we go along."

READINGS: Zimbardo, SHYNESS, chaps.7, 8, 9, 10, & 11
McCroskey, James C. "Oral communication apprehension: a summary of recent theory and research," HUMAN COMMUNICATION RESEARCH, 1977, 78-96.
Phillips, Gerald M. "Rhetoritherapy versus the medical model: Dealing with reticence," COMMUNICATION EDUCATION, 26, 1977, pp 34 - 43.
Cohen, Herman. "Teaching reticent students in a required course, COMMUNICATION EDUCATION, 1980, pp. 222 - 228.
Pederson, Douglas J., "Systematic desensitization as a model for dealing with the reticent student, COMMUNICATION EDUCATION, 1980, pp. 229-233.
Sokoloff, Kent A. "Treatment of the reticent in a private clinical setting," COMMUNICATION EDUCATION, 1980, 245-249.
Pilkonis, Paul A. et. al. "Treating shyness and other relationship difficulties in psychiatric outpatients," COMMUNICATION EDUCATION, 1980, pp. 250-255.

Guided Design - 2.13

Feedback - 8

Zimbardo-Shyness Clinics
Includes activities to bring about change in:
-the way one thinks about oneself and about shyness
-the way one behaves
-ralevant aspects of the way other people think and act
-certain social values which promote shyness
utilizes training in general relaxation, video tape feedback, training in listening, self-disclosure, ways to build trust, how to increase attractiveness, and some assertiveness training.

Systematic Desensitization (McCroskey, Pederson)
Utilizes general relaxation training after identification of the events or situations which produce anxiety. Persons are then taught relaxation while contemplating a series of events including the one's which usually produce anxiety. Work is done in small groups and as described by Pederson is purely voluntary.

Rhetoritherapy (Phillips, Cohen, Sokoloff)
Utilizes negotiation to explore with the reticent person his/her perceptions of the problem, change these perceptions and change behaviours. Focuses upon the need for attitude and belief change.

Information - 9 -- Analyze the constraints, assumptions and facts

"Now that we understand the various methods of dealing with this problem," said Jane, "let us consider the constraints which might keep us from utilizing each. What factors might limit the outcome of this project to help students who are shy? What factors will limit the effectiveness of this project if we decide to open a shyness clinic, or use systematic desensitization, or rhetoritherapy?"

"That's a good point, Jane," said Frank. "Could we also examine the assumptions which we have made about shy people to see if there are any which may hinder the project?"

"Is it feasible for us to recommend any course of action to the Department," asked Sam. "What are the practical, economical, legal and moral constraints which impinge upon such a project?"

"Well, I take it from our conversation that we have decided to do something," said Janet. "I have already stated one of my moral objections to such projects--the freedom of choice and individuality. At the same time I was the one who raised this issue because I think it is a problem. Perhaps making the program voluntary overcomes my moral constraint of maintaining individuality. But if the program is voluntary that may very well cause it to fail because no one will want to take part in it. I do believe we must do something. We must have some program to help the shy or communication apprehensive student here at this University. But how will we make it work?"

READINGS: McCroskey, James C. "Quiet children in the classroom: On helping not hurting," COMM. ED., 1980, pp. 239-244.

Feedback - 9

The group listed as constraints:

the fact that some people are introverts who do not find communication with other people rewarding--it would be improper to attempt to change them

extreme shyness, reticence, etc. will keep some people from seeking help

people who are alienated from society, its values and goals, are likely to be quiet and see no reward in other types of behaviour

various ethnic and cultural groups have norms for quietness--many North American Indian groups, for example, will not speak to strangers until some estimate of the trustworthiness of the stranger has been ascertained. In these cultures there is an emphasis upon being quiet, silent in the presence of strangers

persons with low self-esteem, particularly during adolescence, feel they are incapable of interacting with other people.

These forced the group to examine the assumptions they had made about the social value of being extroverted. They had already discussed the assumptions which they had made about students who were silent in the classroom. They also examined the cultural assumptions they had made about the need for everyone to be outgoing and attempted to understand the position of other cultural groups.

The practical, economic constraints were listed as a lack of money for a treatment program, a lack of qualified personnel to staff a program, and the improbability of receiving extra funds from the university to begin such a program. The university was operating under stiff financial constraints.

Information - 10 --Making a recommendation

"I think we are now ready to make our report with the appropriate recommendations to the Department," said Janet. "Sam would you please try to form the recommendation so that we can begin working on it?"

Sam thought for a few moments then he said, "We have found that the roots of shyness, reticence, and communication apprehension lie in the culture and environment in which a person grows up. These experiences form primitive beliefs about the self which cause one to believe one is shy and act accordingly. All people experience anxiety, nervousness when approaching a new situation. Shy people attribute the anxiety to their shyness while non-shy people attribute the anxiety to the new situation. Therefore in order to help people who experience this phenomena we must adopt some form of system which causes them to develop new beliefs about themselves and new attributions. This system, whether in a classroom or in voluntary counselling sessions, must help them to analyze the sources of

their own behaviour. We recommend that a workshop be held for all teachers in our Department, and any other university teachers who are interested, to help them understand these phenomena and recognize them in students. We recommend that a voluntary program of desensitization and/or rhetoritherapy be developed by one or two members of the Department who will take special training for this. This program then to be offered to all members of the student body at Charles F. Freebel University. We also want to affirm the freedom of individual choice which allows a student or faculty member to remain as a quiet individual. We recognize that introversion, while developed in childhood, is different from the phenomena we are discussing since the foci for reward for the introverted person is communication with him/herself while the foci for reward for the extroverted individual is communication with other people. The research would indicate that one cannot, probably should not, attempt to change this belief of which type of communication is most rewarding."

"I think that is a good start, Sam," said Jane. "Let's see how we can improve upon it."

At this point we will leave the committee to their work. During the past few class periods we have been exploring with them the causes of shyness, reticence, and communication apprehension. After completing this part of the course you should now be aware of the factors which cause these phenomena. You should also be aware of how some people are working to help people who suffer from them. You have been introduced to the theory, research, and application of the work of Philip Zimbardo, Gerald Phillips, and James C. McCroskey. Each of these scholars, one is social psychology and the other two in communication, have been examining these phenomena and developing treatment programs.

Let us now review what we have learned. Take some time and answer each of the following questions in written form. If you desire feedback on your answers you may submit them to your instructor who will comment upon them. However you will be able to find the answers in the readings and feedback given in this Guided Design lesson.

I. Define in one or two sentences the following terms.

Primitive Belief 100% Consensus
Primitive Belief 0% Consensus
Authority Beliefs
Derived Beliefs
Inconsequential Beliefs
Shyness
Reticence
Communication Apprehension
Definition of the Situation
Role
Cognitive Structure

Selective Perception
Selective Exposure
Desensitization
Rhetoritherapy

II. For each theory below identify the major theorist and the basic premises of the theory.

Belief Theory
Attribution Theory
Symbolic Interaction Theory

III. Answer each of the following questions in a brief, concise paragraph.

a) Discuss the effects of culture upon shyness, et. al.

b) Discuss the effects of parental interaction upon the development of shyness, et. al.

c) Discuss the effects of classroom interaction upon the development of shyness, et. al.

d) Discuss the consequences of shyness, reticence, and communication apprehension upon the life of the individual.

e) How does attribution theory explain these phenomena?

f) How does Rokeach's belief theory explain these phenomena?

g) How does introversion differ from shyness, reticence, and communication apprehension?

h) List the basic principles which govern perception.

i) Describe how the basic principles of perception reinforce an individual's shyness, et. al.

j) Utilizing the symbolic interaction theory concept of "definition of the situation" show how this explains shyness.

k) Compare and contrast Rokeach's belief theory and Attribution Theory. Show how they may relate to one another and how they may differ significantly. Is it possible to relate Symbolic Interactionism to these two theories? If yes, how?

l) Compare and contrast the theory and research on shyness, reticence, and communication apprehension. Show how they do or do not relate to one another. Use the research findings of Zimbardo, Phillips, and McCroskey to support your answer.

Sociology 234 -- Communication Apprehension

On October 29th the class will discuss the research on three related phenomena: shyness, reticence, and communication apprehension. In order to have an effective discussion class members must have completed the readings listed below. All readings are on reserve in the S.T.M. library.

Shyness: Zimbardo, Philip. SHYNESS, chapters 4,5,6,7,8,9,10,11,&12.
Zimbardo, Philip, Paul Pilkonis and Robert Norwood, "The social disease called Shyness," PSYCHOLOGY TODAY, March 1978, pp. 69 - 72.
Keen, Sam. "Deliver us from shyness clinics," PSYCHOLOGY TODAY, May 1975, pp. 18-19.

Reticence: Phillips, Gerald M. "Rhetoritherapy versus the medical model: Dealing with reticence," COMMUNICATION EDUCATION, 1977, pp. 34 - 43.

Communication Apprehension:
McCroskey, James. "Oral communication apprehension: A summary of recent theory and research," HUMAN COMMUNICATION RESEARCH, 1977, 78 - 96.
McCroskey, James C. "Classroom consequences of communication apprehension," COMMUNICATION EDUCATION, 1977, 27 - 33.
McCroskey, James C. "Community size as a predictor of the development of communication apprehension," COMMUNICATION EDUCATION, 1978, 212 - 219.

Treatment: Cohen, Herman. "Teaching reticent students in a required course," COMMUNICATION EDUCATION, 1980, pp. 222-228.
Pederson, Douglas J. "Systematic desensitization as a model for dealing with the reticent student," COMMUNICATION EDUCATION, 1980, pp. 229 - 239.
Sokoloff, Kent A. "Treatment of the reticent in a private clinical setting," COMMUNICATION EDUCATION, 1980, pp. 245 - 249.
Pilkonis, Paul A. "Treating shyness and other relationship difficulties in psychriatic outpatients," COMMUNICATION EDUCATION, 1980, 250 -255.
McCroskey, James C. "Quiet children in the classroom: On helping not hurting," COMMUNICATION EDUCATION, 1980, 239 - 244.

Belief systems: Tate, E. D. "Belief Systems," 1975, pp. 1 - 9.
Adler, Rosenfeld and Towne, pp. 1 - 51, 80 - 132.

Questions which will be asked in the discussion:
a) define reticence, shyness, and communication apprehension
b) is shyness, et. al. a cultural phenomena?
If yes, which cultures demonstrate more/less shyness
c) list the environmental factors which cause shyness, reticence, and communication apprehension
d) what are the effects of these phenomena upon people who are shy, reticent, communication apprehensive?
e) how do attribution theory and belief theory explain these phenomena?
f) what role does perception play in these phenomena?
g) what treatment programs have been used to help people overcome shyness, reticence, and communication apprehension